

GLOSSARY

ATTACHMENT I

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ACCOUNTABILITY MEASURES AND IACCRR MONITORING

All CCR&R system activities should lead to increased child outcomes by achieving the following three broad Goals of CCR&R System:

- Increase **availability** of high quality child care and out of school time programs for children and youth
- Increase access to high **quality** child care and out of school time programs for families
- Increase **awareness** of benefits of high quality child care and out of school time care

The Accountability Measures for the CCR&R system include the yearly outputs and targets for each local CCR&R. The Accountability Measures are reported monthly and include results and percentages toward the goals. Work Plans are developed to align key activities to support the outputs and targets.

IACCRR translates state level goals to the local CCR&R agencies and operationalizes the local approach to assure optimum attainment of the goals. IACCRR's role is to coordinate and support the work of the local child care resource and referral agencies. IACCRR monitors the local agencies' progress toward the agreed upon Accountability Measures (goals). When an agency is not progressing toward attainment of agreed-upon goals, IACCRR provides intensive, specialized assistance. A corrective action plan may be required. The Corrective Action plan is a detailed written plan to assist the agency in coming into compliance. The written plan will be submitted to IACCRR and OECOSL. The plan will be monitored to completion.

THE ADMINISTRATION FOR CHILDREN AND FAMILIES & OFFICE OF CHILD CARE

The federal Administration for Children and Families (ACF) is a division of the Department of Health & Human Services. ACF promotes the economic and social well-being of families, children, individuals and communities. Visit <https://www.acf.hhs.gov/> for more information.

As program of the federal Administration for Children and Families, The Office of Child Care (OCC) supports low-income working families by providing access to affordable, high-quality early care and afterschool programs. OCC administers the Child Care and Development Fund (CCDF) and works with state, territory and tribal governments to provide support for children and their families juggling work schedules and struggling to find child care programs that will fit their needs and that will prepare children to succeed in school.

CCDF also improves the quality of care to support children's healthy development and learning by supporting child care licensing, quality improvements systems to help programs meet higher standards and support for child care workers to attain more training and education. To support CCDF services, OCC establishes and oversees the implementation of child care policies and provides guidance and technical assistance to states, tribes and territories as they administer CCDF programs.

THE CHILD CARE AND DEVELOPMENT FUND (CCDF)¹

The Child Care and Development Fund is a multibillion-dollar federal and state partnership administered by OCC to promote family economic self-sufficiency and to help children succeed in school and life through affordable, high-quality early care and afterschool programs. [Read the CCDF Fact Sheet.](#)

WHO BENEFITS FROM CCDF-FUNDED CHILD CARE PROGRAMS?

Children from birth through age 12 in vulnerable families have access, through CCDF, to child care settings that meet their needs, from full-day early care to afterschool care for school-age children. All children in child care benefit from CCDF investments to help programs meet higher standards and improve the quality of teachers.

Parents in eligible low-income families receive help paying for child care at a provider of their choice. Parents also may receive consumer education on such topics as what to look for in a quality child care provider. All parents with children in child care benefit from CCDF quality investments and from the peace of mind that comes from knowing CCDF funds are being used to improve child care facilities all over the country.

Child care providers receive reimbursement for serving low-income families and can draw on networks of training and technical assistance resources to help them provide high-quality child care services. OCC is committed to building a well-educated, fairly compensated, cohesive child care workforce with jobs built on intentional training and education.

CHILD CARE RESOURCE & REFERRAL

"CCR&R" stands for "child care resource and referral" and most communities have an agency that provides CCR&R services. In general, the field of community-based CCR&R defines its mission as "making

¹ 4 and 5 were adapted from <http://www.acf.hhs.gov/programs/occ/about/what-we-do>

early care and education work for families and communities” in partnership with the community it serves. The specific services that each CCR&R offers depend on the local community and their needs. Child Care Resource and Referrals have three main audiences: families, individuals and programs caring for children, and community. The current Indiana CCR&R system includes nine regional CCR&R’s serving 92 counties. Indiana Association for Child Care Resource and Referral (IACCRR) serves local CCR&Rs through leadership and coordination of services, technical assistance, training, and evaluation. The Office of Early Childhood and Out of School Learning (OECOSL) is the primary funder of the Indiana CCR&R system.

COMMUNITIES OF LEARNING²

Fulton and Riel (1999) define a learning community as a group of individuals who are interested in a common topic or area and who engage in knowledge-related transactions as well as transformations within it. Learning communities are held together by four cohesion factors: function, identity, discursive participation, and shared values (Woodruff, 1999).

For our system, this means developing distinct online gathering places where groups of early childhood and out-of-school time professionals who work in similar positions (or have information to contribute about those roles) can share information, discuss topics of interest, find resources, and work together to improve the quality of child care in Indiana through sharing what they know. Some examples of groups would be administrators/directors, preschool teachers, infant/toddler teachers, family child care providers, teaching assistants, school-age staff, coaches, etc.

These professionals will be able to connect online, choose (or request to be assigned to) the groups that meet their needs/interests. In their groups they will find information about best practices, videos, available resources, online training, technical assistance packets, self-study materials, community contacts/resources, and other valuable information. They will also have online forums with the ability to share their thoughts through facilitated discussion. This will be done within the framework of a clear code of conduct, and monitoring.

CORE KNOWLEDGE AND COMPETENCIES (CKCS)

The Indiana Core Knowledge and Competencies (CKC) document was adopted by the Indiana Professional Development Network (INPDN) in April 2013.

The Indiana CKC provides general direction for what educators need to know and be able to do in order to work effectively with children/youth and their families. It also includes expectations for assessment and evaluation across five levels, from entry into the field to professionals with an advanced degree.

² Resources: Fulton, K., & Riel, M. (1999). *Professional development through learning communities*. Edutopia, 6(2), 8-10.

Woodruff, E. (1999). *Concerning the cohesive nature of CSCL communities*. In C. Hoadley & J. Roschelle (Eds.), *Proceedings of the Computer Support for Collaborative Learning (CSCL) 1999 Conference*.

EARLY LEARNING ADVISORY COMMITTEE

The ELAC was established in 2013 by the Indiana General Assembly (IC 12-17.2-3.7). Committee membership is appointed by the governor and includes representation from the Office of Early Childhood and Out of School Learning (formerly The Bureau of Child Care), the Department of Education, Head Start, an early childhood education program, Cummins, Eli Lilly, and the Welborn Baptist Foundation. The committee's responsibilities include:

1. Conducting periodic statewide needs assessments concerning the quality and availability of early education programs for children from birth to the age of school entry, including the availability of high quality prekindergarten education for low income children in Indiana
2. Identifying opportunities for and barriers to collaboration and coordination among federally and state funded child development, child care, and early childhood education programs and services, including governmental agencies that administer the programs and services
3. Assessing the capacity and effectiveness of two and four year public and private higher education institutions in Indiana for the support and development of early educators including professional development and career advancement plans and practice or internships with or prekindergarten programs
4. Recommending to the Division procedures, policies, and eligibility criteria for the Early Education Matching Grant program
5. Other duties as determined necessary by the chairperson of the committee

The ELAC must make annual recommendations to the governor and legislative council concerning the results of the committee's work. Visit <http://www.in.gov/fssa/carefinder/4842.htm> for more information.

HISPANIC OUTREACH PROGRAM

The Hispanic Population in Indiana is growing. Over 6% of Indiana's population is Hispanic or Latino. The need for assistance to Hispanic families and child care providers is also growing. IACCRR and the local agencies strive to meet the needs of this population. Local CCR&R agencies refer families and providers to IACCRR Spanish Line/and or the Quality Expansion Specialist for providers as well. Local agencies, in certain parts of the state, have bi-lingual staff to assist child care providers and families in their area with these services.

- IACCRR employs a Quality Expansion Specialist (QES) whose first language is Spanish. That employee works from a field office and resides in South Bend. The QES works with the local child care resource and referrals in the North, as well as with the other bi-lingual staff working in local agencies in other parts of the state. Professional development is conducted for providers and supported with ongoing TA. An annual Latina conference is planned each year. IACCRR and the local agencies provide consultation and technical assistance to Spanish speaking individuals for licensing and Path to QUALITY™.

- IACCRR employs a Hispanic Outreach Coordinator whose first language is Spanish. Parents obtain assistance on child care options, how to recognize high quality child care, subsidies, and child care referrals. Families, providers and communities receive technical assistance on the early childhood field and community resources. Families receive a translated packet of provider profiles and consumer education information. Child care searches to families who speak Spanish are tailored to each individual parent. IACCRR and CCR&R local agencies offer child care search for Spanish-speaking families. When Spanish-speaking customers call they are prompted to the 800# Spanish referral line which is answered at IACCRR. Each local agency includes Spanish information on their website, and have flyers available for Hispanic families. Local agencies that employ bi-lingual staff include: Early Childhood Alliance, The Child Care Resource Network, and Child Care Answers. Spanish-speaking families are assisted with community based referrals by the local staff.
- IACCRR translates written child care materials as required by the State. The Hispanic Outreach Project Coordinator and the Quality Expansion Specialist work together to complete high quality translations for IACCRR, partners, and materials requested by the state. Interpretation support is also provided, if needed.
- IACCRR and the local agencies develop meaningful outreach opportunities within Hispanic communities across the state in alignment with the overall goals of the CCR&R system. The Hispanic Outreach Coordinator and the local bi-lingual staff promote IACCRR programs, local agencies, and Paths to QUALITY system. The staff attend coalition meetings and set up booths at multicultural festivals, conferences, job fairs, and health fairs and participate in events and outreach activities necessary to market IACCRR and the Child Care Network System in Indiana.

THE INDIANA ACCREDITATION PROJECT

The Indiana Accreditation Project is funded by OECOSL through the Indiana Association for the Education of Young Children (Indiana AEYC).

The Indiana Accreditation Project provides financial and technical assistance for early care and education and school age facilities wishing to initiate, complete and maintain accreditation.

Currently five national accreditations are approved by the Indiana Family and Social Services Administration, Division of Family Resources/Bureau of Child Care for funding and technical support from the Indiana Accreditation Project. They include:

- National Association for the Education for Young Children www.naeyc.org
- National Association for Family Child Care www.nafcc.org
- National Early Childhood Program Accreditation www.necpa.net
- Council of Accreditation -Early Child Care and Development Services and After School www.coanet.org
- Association of Christian Schools International – Early Childhood www.acsi.org³

³ <http://secure.iaeyc.org/programs-research/indiana-accreditation-project/>

THE INDIANA ASSOCIATION FOR CHILD CARE RESOURCE AND REFERRAL

The Indiana Association for Child Care Resource and Referral (IACCRR) is the premier source of information about the state of child care systems and resources available across Indiana. IACCRR serves as a resource to the Indiana General Assembly, the Indiana Family and Social Services Administration, public officials, media representatives, social service providers, and others. IACCRR develops strategic partnerships, builds innovative programs, sets national best practice standards, and advocates on behalf of families at the local, statewide, and national policy level.

IACCRR initiatives in early care and education, provide the tools, resources and leadership to strengthen the standards and the quality of services provided through community based Child Care Resource and Referral agencies.

VISION: High quality child care, early education, and out-of-school-time care are embraced as essential cornerstones to healthy Indiana communities.

MISSION: To advance a comprehensive system of Child Care Resource and Referral resulting in high quality, accessible and affordable child care and out-of-school time care for all Indiana families.

THE INDIANA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

The mission of the Indiana Association for the Education of Young Children, Inc. is to promote and support quality care and education for all young children, birth through age eight, in Indiana.

Indiana AEYC is the voice to influence policy and promote research-based practice to benefit young children, their families, and those who work on their behalf.⁴

INDIANA ASSOCIATION FOR INFANT TODDLER MENTAL HEALTH ENDORSEMENT

IAITMH Endorsement is a process that supports the development and recognition of infant and family service providers and professionals within an organized system of culturally sensitive, relationship-focused learning and work experiences that promote mental health for children ages birth to five. Endorsements are available for four levels of competency; each with its own requirements. For more information, visit <https://iaitmh.org/>.

THE INDIANA NON-FORMAL CDA PROJECT

The Indiana Non-Formal CDA Project is funded by OECOSL through the Indiana Association for the Education of Young Children (Indiana AEYC). The Project helps early care and education professionals complete the training and assessment to earn the Child Development Associate (CDA) Credential. The Child Development Associate (CDA) Credential is the most widely recognized credential in early childhood education and is the best first step on the path to career advancement in early childhood education.⁵

⁴ <http://secure.iaeyc.org/about-indiana-aeyc/mission-statement/>

⁵ <http://secure.iaeyc.org/programs-research/indiana-non-formal-cda-project/>

THE INDIANA PROFESSIONAL DEVELOPMENT NETWORK (INPDN)

The Indiana Professional Development Network (INPDN) was formed in July 2011 as a collaborative network of state agencies, associations and organizations who serve and support Early Childhood, School Age and Youth professionals.

The vision of INPDN is that all professionals serving infants, toddlers, preschoolers, children, youth, and their families have the competence, skills, and knowledge to prepare Indiana's next generation to thrive.

The mission of INPDN is to coordinate, strengthen, and promote a system of cross-sector partners and resources for the professional development, career advancement, and recognition of individuals serving infants, toddlers, preschoolers, children, and youth.

NACCRRRA SUITE OF DATA SERVICES

Child Care Aware® of America has a broad suite of products that Child Care Resource and Referral agencies (CCR&Rs), child care providers, families, and stakeholders depend on to access information about the early learning and out of school time landscape. The Indiana Association for Child Care Resource and Referral and Child Care Aware® of America partner to advance data systems to support the work of the CCR&R system throughout the nation. Products and services include:

NACCRRRAWARE (NW)

Generates child care referrals and reports, and manages provider, client and community data.

ONLINE REFERRAL MODULE

An online child care search tool that is highly customizable and available in English, Spanish, and other languages.

ONLINE PROVIDER SERVICES (OPS)

Allows providers to review and update their NACCRRAware data online. This application also allows local CCR&R agencies to upload files, forms, training calendars, and other pertinent information for providers to access online.

CHILD CARE ONLINE (CCO)

Provides a "virtual" tour of child care programs, complete with pictures and descriptions, to help customers learn more about a particular child care provider.

QUALITY INDICATORS (QI)

QI provides an easy to understand profile for parents that highlights and outlines the quality areas of a care facility.

MOBILE-FRIENDLY CHILD CARE SEARCH WEBSITE FOR SMART PHONES

This functionality is currently in development. IACCRR will collaborate with Child Care Aware® to advance functionality and design development.

TRAINING TRACKING AND TECHNICAL ASSISTANCE MANAGEMENT (TTAM)

Manages, tracks, and reports on community-based trainings and educational opportunities and statewide technical assistance initiatives and provides early care and learning professionals with web-based access to their records. Provides the ability to create local, regional and statewide training calendars and allow training participants to register for trainings online. Tracks the demographics, education, employment background, and training history of early care and learning professionals and identify and record their advancement through the various early care and learning professional's registry levels.

NATIONAL BEST PRACTICE STANDARDS FOR CCR&R

ABOUT NATIONAL CCR&R BEST PRACTICES FROM CHILD CARE AWARE® OF AMERICA:

Best Practices are the standards of excellence a high-functioning agency meets in organizational functions and service delivery. The Best Practices elements are based on research and input from the field of CCR&R. The elements include service outcomes, rationales, criteria and indicators for meeting each criterion. An agency is encouraged to always be aware of the service outcome and criterion that ties to the indicator.

Click on the link to view the Best Practices for CCR&RS: [Best Practices for CCR&Rs, 2nd Edition](#)

THE OFFICE OF EARLY CHILDHOOD AND OUT OF SCHOOL LEARNING

The vision of Office of Early Childhood and Out of School Learning is that every Indiana community will have a strong network of Early Care and Education (ECE) and Out-of-School time (OST) programs that support the child, the family and local schools. Programs will be high quality, affordable and accessible, enabling families to work effectively to obtain economic self-sufficiency. Children will thrive in programs that meet their developmental and educational needs and make them feel welcome, encouraged and supported. Professionals teaching and caring for children will have the resources, including training and education, needed to operate and maintain high quality programs.

ORIENTATION II

Orientation II is a requirement for Family Child Care Home providers to become licensed. Preparation for Home Child Care Licensure is the 2nd training in this two-part series designed to outline regulatory requirements, licensing steps, and resources for providing licensed child care in a home environment.

T.E.A.C.H. EARLY CHILDHOOD® INDIANA

T.E.A.C.H. Early Childhood® INDIANA is funded by OECOSL through the Indiana Association for the Education of Young Children (Indiana AEYC).

Teacher Education and Compensation Helps, T.E.A.C.H. Early Childhood® INDIANA is a unique scholarship program that links training, compensation, and commitment to improve the quality of early care and educational experiences for young children and their families.⁶

TECHNICAL ASSISTANCE

Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen the processes, knowledge application, or implementation of services by recipients. (NAEYC/NACCRRA 2011)

For more information, see the *Training and Technical Assistance Glossary*, a joint publication from the National Association for the Education of Young Children (NAEYC) and the National Association for Child Care Resource and Referral Agencies (NACCRRA, also known as Child Care Aware® of America).

TRAINING CENTRAL

Training Central is a free online training portal where early childhood professionals can find asynchronous online trainings and over 200 webinars per year. The asynchronous trainings include but are not limited to required professional development for Indiana's quality rating and improvement system, pre-service requirements to start a child care business, and trainings that will help improve the health and safety of learning environments for young children. The Indiana Association for Child Care Resource and Referral (IACCRR) works with community partners to provide a platform and create online training opportunities. Webinars are offered weekly at times convenient for most providers such as break time and/or after work hours. Live trainings are presented through interactive online webinar software which allows participants and presenters to share information and ask questions in real time.

Who is it for? Training Central is for all those who work with children and families in child care and out-of-school time care settings. Training Central offers professional development on many early education and school-age topics that meet the needs of infant and toddler caregivers, preschool caregivers, school-age caregivers, directors and administrators, and family child care providers. Whether providers are new to the field or seasoned professionals, Training Central offers options at various levels to meet their needs. We also offer webinars in Spanish to serve Spanish-speaking professionals.

⁶ <http://secure.iaeyc.org/programs-research/teach-early-childhood-indiana/>

Where can people find Training Central? Training Central can be found on IACCRR's website at www.iaccrr.org -- click "Training Central". Participants need to create individual user accounts in order to access the webinar registration area and launch the trainings.

How do people access Training Central? Training Central is a one-stop online learning environment. Participants must set up their own accounts and use a unique email address, username and password that they create themselves. Once the account is created they may take any of the asynchronous trainings or register for a webinar. There is no fee.

When can providers access the trainings? Asynchronous trainings are available 24 hours a day, 7 days a week. Participants with an account can launch any of the trainings at any time, and receive a certificate of completion instantly upon finishing the training. The participants attend webinars on the day and time listed on the registration area. Once registered, participants return to Training Central at the designated time to launch the training and log in. After the webinar, the participant will receive a training certificate to document their completion.